

Appendix A

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included simply to illustrate the range of available forms; inclusion in this monograph should not be construed as an official endorsement of these forms by either the Virginia Department of Education or the Center for Effective Collaboration and Practice.

ADDITIONAL INFORMATION ON FUNCTIONAL BEHAVIORAL ASSESSMENT

The following references served as the basis for this monograph and represent useful sources of additional information on functional behavioral assessment and behavioral intervention plans.

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Appendix B

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included simply to illustrate the range of available forms; inclusion in this monograph should not be construed as an official endorsement of these forms by either the Virginia Department of Education or the Center for Effective Collaboration and Practice.

ABC OBSERVATION FORM

Student Name: _____

Observation Date: _____

Observer: _____

Time: _____

Activity: _____

Class Period: _____

ANTECEDENT	BEHAVIOR	CONSEQUENCE

ABC OBSERVATION FORM

Student Name: Trish S.

Observation Date: 10/5

Observer: R. Day

Time: 9:40-9:55 a.m.

Activity: disruptive behavior

Class Period: 3

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<i>Teacher begins – tells students to look at board.</i>	<i>Trish looks around room and at other kids.</i>	<i>Teacher continues lesson; ignores Trish.</i>
<i>Teacher puts examples on board and asks class to work problems.</i>	<i>Trish looks around and calls to Ben.</i>	<i>Teacher asks for quiet.</i>
<i>Teacher tells class to do 5 more problems.</i>	<i>Trish turns around and pokes Ben with pencil.</i>	<i>Teacher tells Trish, “get to work, NOW!”</i>
	<i>Trish calls out, “This is too hard.” She throws worksheet and book on floor.</i>	<i>Teacher demands that Trish come forward, get a hall pass, and go to the office.</i>

Functional Assessment Scatterplot

Student Trish S. **Grade** 3 **School** Anv Elementary

Dates 4 / 10 / 05 to 04 / 14 / 05 **Observer(s)** R. Day, C. Jones

Behavior(s) of Concern Verbal disruptions in class – Trish calls out and attempts to engage peers

Setting General Education Classroom

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	
Math	8:15-9:15	3	4	4	5	4	20
Lang Arts	9:15-11:00	7	5	4	7	6	29
PE	11:00-11:40	3	2	2	1	0	8
Lunch	11:40-12:15	2	1	3	4	2	12
Sci/Soc.Studies	12:15-1:10	3	5	5	6	5	24
Music/Art	1:10-2:00	0	1	1	0	2	4
Total		18	18	19	23	19	97

Source: Gable, Quinn, Rutherford, & Howell (1998)

Appendix C

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included simply to illustrate the range of available forms; inclusion in this monograph should not be construed as an official endorsement of these forms by either the Virginia Department of Education or the Center for Effective Collaboration and Practice.

Functional Behavioral Assessment Teacher Interview Form

Interviewer(s) _____ Date(s) _____

Student(s) _____

Respondent(s) _____ Title _____

1. Describe the behavior of concern. _____

2. How often does the behavior occur? _____

How long does it last? _____

How intense is the behavior? _____

3. What is happening when the behavior occurs? _____

4. When/where is the behavior most/least likely to occur? _____

5. With whom is the behavior most/least likely to occur? _____

6. What conditions are most likely to precipitate ("set off") the behavior? _____

7. How can you tell the behavior is about to start? _____

8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses. _____

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid? _____

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context? _____

11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior *not* occur?) _____

12. Who should be involved in the planning and implementation of the behavioral intervention plan? _____

Functional Behavioral Assessment Teacher Interview Form

Functional interviews should be structured so that they give the IEP team information regarding the behavior of concern and its social, affective, and/or environmental content. Here is an example of an intervention conducted with Trish's science teacher.

Interviewer(s) Ms. Day Date(s) 4/01/05

Student(s) Trish

Respondent(s) Mr. Smith Title Science Teacher

1. Describe the behavior of concern.

"Trish makes what she thinks are funny comments during my instruction. They cause disruption and really interfere with her learning and the learning of her classmates."

2. How often does the behavior occur?

"It occurs on average three times per week."

How long does it last?

"The behavior only last about 3 minutes."

How intense is the behavior?

"It varies. Most of the time it is not too intense."

3. What is happening when the behavior occurs?

"Group discussions, usually when discussing what students learned from the previous night's reading assignment."

4. When/where is the behavior most/least likely to occur?

"Trish does not behave this way when she is working alone or on small cooperative group projects."

5. With whom is the behavior most/least likely to occur?

"There does not seem to be an individual or group. Trish usually acts up when she thinks the work is too hard."

6. What conditions are most likely to precipitate ("set off") the behavior?

"When the class is asked to take out their notes on the reading assignment from the previous night."

7. How can you tell the behavior is about to start?

"Yes, I can predict pretty accurately what will cause Trish to act up."

8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.

"The class looks at Trish and smiles. Actually, there are times I can't help laughing myself; she is funny. But, it takes us a long time to get back on track and often a significant amount of valuable instructional time is lost."

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid?

“I think she really enjoys the attention. But, there are other, more appropriate ways for her to get attention.”

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?

“Maybe if she contributed to the discussion instead of getting us all off track.”

11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior not occur?)

“Trish is quite likeable and sometimes has important information to offer, but we don’t get to see that side often.”

12. Who should be involved in the planning and implementation of the behavioral intervention plan?

“I would certainly think all of her teachers, her parents, school and division officials, and I think Trish would provide valuable insight to the plan.”

Source: Gable, Quinn, Rutherford, & Howell (1998)

Functional Behavioral Assessment

Student-Assisted Interview Form

Interviewer _____ **Date** _____

Respondent _____

1. Tell me about things you like/dislike at school, home, and other places.

2. Tell me about the things that seem to be going well or not so well at school, home, and other places.

3. Tell me about the subject or class you like most or least. Why?

4. Tell me about when you seem to have the most or least problems (where you are; what time of day; who else is around you).

5. Tell me what happens when you [target behavior]. What does the teacher say or do. What do the other students say or do?

6. Do you remember what were you thinking right before you [target behavior]?

Functional Behavioral Assessment

Student-Assisted Interview Form

In addition to interviews conducted with adults, interviews with students may be useful in identifying how they perceive the situation and what causes them to act (or react) in the way that they do. What follows is an example of a functional interview conducted with Trish:

Interviewer Ms. Day Date 4/01/05

Respondent _____

1. Tell me about things you like/dislike at school, home, and other places.

"I don't know.... I like art and music. Lunch time with my friends is fun. I like hanging out with them at school and at home. I don't like social studies or science; there is too much work! And to top it all off we got a new foster kid at home - what a pain."

2. Tell me about the things that seem to be going well or not so well at school, home, and other places.

"I am in the Art Club, but they won't let me go because my grades have not been very good. I want to be in the club, but I can't get good enough grades. That makes me mad. Everything else is ok..... Oh yeah, except homework, especially science. The book is real hard to read; I don't understand it."

3. Tell me about the subject or class you like most or least. Why?

"I really like Art and Music, Computer Lab is ok. I am good at Art and I love to sing. I hate Language Arts and Math, I really hate Science and Social Studies. The books are hard to read and we have homework every night, I don't do my homework, because most of the time I don't know how."

4. Tell me about when you seem to have the most or least problems (where you are; what time of day; who else is around you).

"I don't have too many problems, except when we discuss the homework. I have asked for help, but everyone says it is my responsibility to get it done. This happens most of the time in science and social studies. I do really well in my other classes...most of the time."

5. Tell me what happens when you make funny comments. What does the teacher say or do. What do the other students say or do?

"Everyone laughs and looks at me. Sometimes Mr. Smith even cracks up. I do it so the other kids will notice me, because other kids get all kinds of attention for being smart or finishing their work."

6. Do you remember what you were thinking right before you made funny comments?

"I don't know....I guess I was thinking that this is boring and I don't have my homework anyway so what difference does it make if I act stupid, I mean silly. Sometimes in class, I wish I could just get up and leave."

**Daily Student Schedule
Problem/Context Form**

Student Trish Interviewer _____ Date 4/7/05

First place an “x” in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a “✓” on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a “✓” on or near the one (1).

	Before School	1st Period	Hall	2nd Period	Hall	3rd Period	Hall	4th Period	Lunch	5th Period	Hall	6th Period	Hall	7th Period	Hall	8th Period	After School
Subject		LA x	x	Math x	x	Art		PE		SocSt x		Sci x	x	Music		Comp	
Teacher		Smith		Jones		Brown		Reed		Smith		Jones		Black		Olson	
Most Problems 6		✓	✓	✓													
5										✓							
4					✓							✓	✓				
3	✓																
2								✓	✓		✓				✓	✓	
1 Fewest Problems						✓	✓							✓			✓

Comments _____

Source: Adapted from Reed, Thomas, Sprague, & Horner (1997)

**Daily Student Schedule
Problem/Context Form**

Student _____ Interviewer _____ Date _____

First place an “x” in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a “✓” on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a “✓” on or near the one (1).

	Before School	1st Period	Hall	2nd Period	Hall	3rd Period	Hall	4th Period	Lunch	5th Period	Hall	6th Period	Hall	7th Period	Hall	8th Period	After School
Subject																	
Teacher																	
Most Problems 6																	
5																	
4																	
3																	
2																	
1 Fewest Problems																	

Comments _____

Source: Adapted from Reed, Thomas, Sprague, & Horner (1997)

Appendix D

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Data Triangulation Chart

Student Trish Date(s) 4/17/00

Source 1	Source 2	Source 3
<p><i>Functional Assessment Scatterplot – The scatterplot revealed that the behavior is occurring at a high frequency in Math, Language Arts, & Social Studies/Science. The behavior is occurring less frequently in PE, Art, Music, & Lunch.</i></p>	<p><i>Functional Interview with the Teacher – The teacher’s interview indicated that the student seems to be seeking attention from both peers and adults. The result of her behavior not only gets her attention, but also delays instruction.</i></p>	<p><i>Functional Interview with the Student – The student stated that she feels that often the tasks are too difficult and she disrupts to bring attention to herself. She also stated that it makes her feel good when the other students “notice” her.</i></p>
<p>Interpretation:</p> <ol style="list-style-type: none"> 1. Precipitating events <i>When the student perceives a task is too difficult; behavior is most likely to occur in academically high-demand settings.</i> 2. Maintaining consequences <i>Attention from peers and adults; delays task request (escape).</i> 3. Likely function(s) <i>During classes when there are high academic demands the student disrupts to bring attention to her inability to perform the task and delay (escape) the task requests.</i> 		

Data Triangulation Chart

Student _____ Date(s) _____

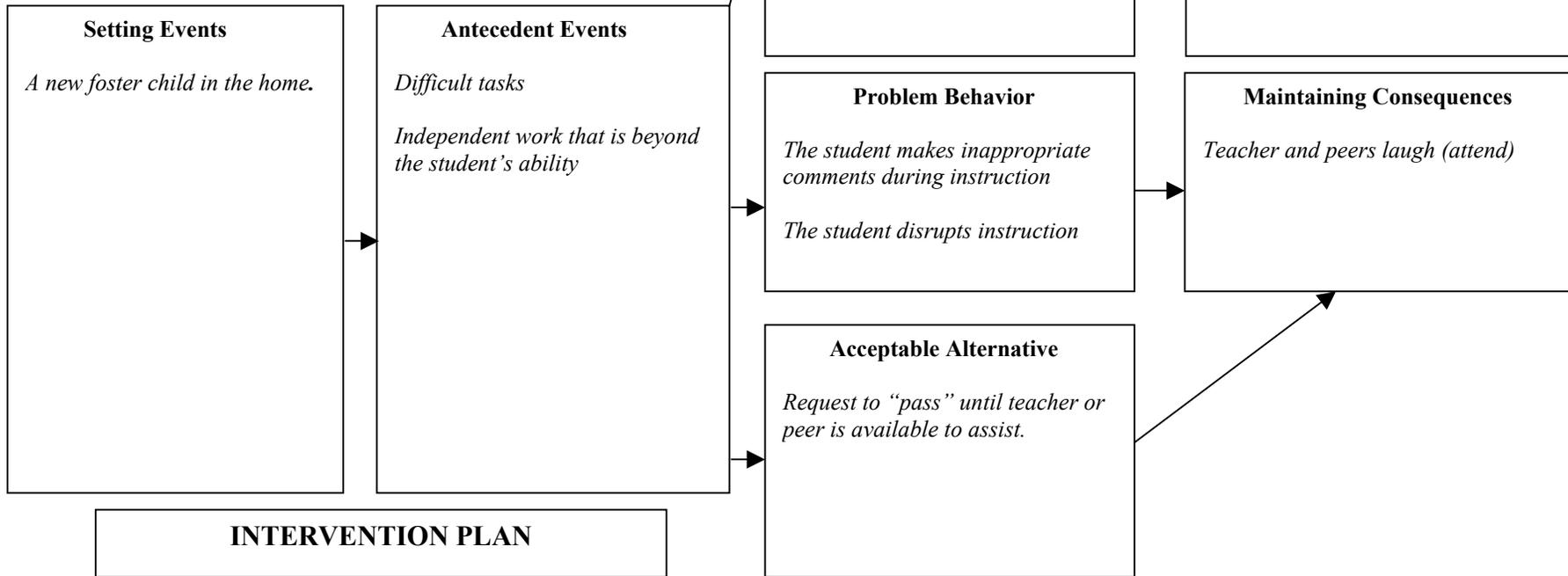
Source 1	Source 2	Source 3
<p>Interpretation:</p> <ol style="list-style-type: none">1. Precipitating events2. Maintaining consequences3. Likely function(s)		

COMPETING PATHWAYS CHART

Student Trish

School Any Elementary

Grade 3 Date 4/17/05



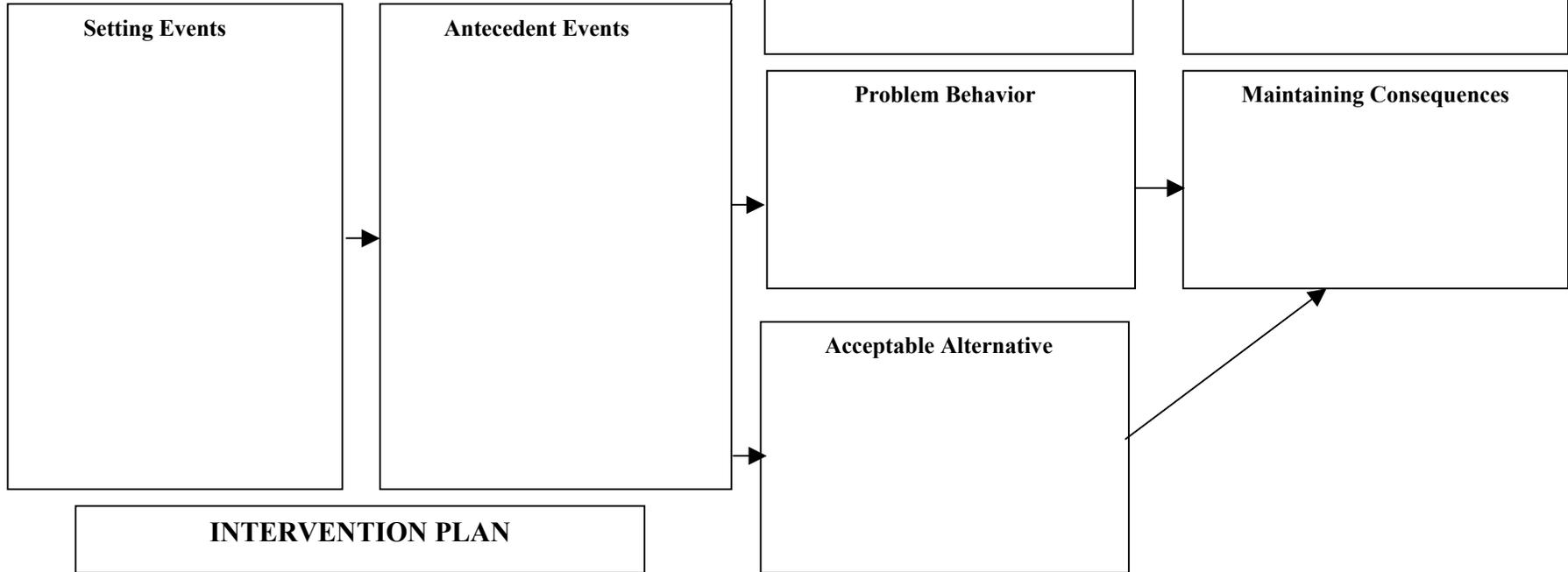
<u>Setting Events/Strategies</u>	<u>Antecedents/Strategies</u>	<u>Behavior</u>		<u>Consequences / Strategies</u>	
		Problem	Desired	Problem	Desired
<p><i>Invite the case manager for the foster care placement to participate in the development of the plan.</i></p>	<p><i>Include previously mastered material in the introduction of new tasks.</i></p> <p><i>Give the student a red/green card; teach her to have green showing when she is able to work independently and red when she needs help.</i></p>	<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <p><i>The student makes inappropriate comments and disrupts instruction.</i></p> </div>	<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <p><i>Request to "pass" or ask for assistance appropriately.</i></p> </div>	<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <p><i>Teacher and peers laugh (attend) at the behavior.</i></p> </div>	<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <p><i>Use activity reinforcer (computer time) paired with a social reinforcer (praise) for completed work.</i></p> </div>

COMPETING PATHWAYS CHART

Student _____

School _____

Grade _____ Date _____



<u>Setting Events/Strategies</u>	<u>Antecedents/Strategies</u>	<u>Behavior</u>	<u>Consequences / Strategies</u>
		Problem Desired	Problem Desired

Appendix F

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Functional Behavioral Assessment Checklist

- I. Describe and verify the seriousness of the problem.
- Possible behavior(s) of concern is identified.
 - Possible behavior(s) of concern is the result of a deficit (skill/motivational).
 - Possible behavior(s) of concern is the result of an excess (activity).
 - Other _____
- II. Refine the definition of the problem behavior.
- Possible behavior(s) of concern is defined in measurable terms.
 - Possible behavior(s) of concern is defined in specific terms.
 - Possible behavior(s) of concern is defined in observable terms.
- III. Collect information on the possible functions of the problem behavior.
- Pertinent records have been reviewed (e.g., academic records, discipline referrals, child study notes, anecdotal records, evaluations, interventions).
 - Functional assessment interviews have been conducted with more than one person (e.g., student, parent, teacher, related service provider) who interacts with the student in different settings and activities.
 - Direct observations have been conducted across relevant circumstances (e.g., multiple settings, over time) and by more than one observer.
 - Other assessments (curricular, ecological, etc.) are conducted, as needed, to determine broader variables affecting student behavior.
 - Tools used produce objective information regarding events preceding and following behavior, as well as ecological and motivational variables that may be affecting the student's behavior.
 - Information is collected until patterns are evident.
- IV. Analyze information using triangulation and/or problem pathways analysis.
- The team has produced an acceptable database.
 - Data triangulation is used to review information obtained from multiple sources and multiple instruments that reflect agreement regarding occurrence/nonoccurrence of behavior.
 - Problem pathways analysis is used to determine the difference between the existing behavior and the desired outcome.
 - Other _____
- V. Generate a hypothesis statement ("best guess") (i.e., under x conditions, the student does y, in order to z) regarding the possible function of the problem behavior.
- Patterns are identified from the information collected that include:
 - circumstances in which the behavior(s) of concern is most likely and least likely (e.g., where, when, with whom); and,
 - specific functions the behavior appears to serve for the student (i.e., what they get or avoid).
 - Broader variables (e.g., curriculum, activity patterns) that may be affecting the student's behavior are identified.
 - Patterns are summarized into written statements; these statements are clear, concise, and accurate (i.e., based on data).
 - Team consensus is achieved regarding patterns addressed in the summary statements.
- VI. Test the hypothesis statement regarding the possible function of the problem behavior.
- Assessed under analog (or controlled) conditions (e.g., series of probes conducted 1:1).
 - Assessed under natural conditions (e.g., manipulating actual classroom instructional variables).
 - Other _____

- VII. Develop and implement behavior intervention plan and supports.**
- _____ Intervention strategies are clearly linked to the functional assessment information (hypothesis/summary statements).
 - _____ IEP/intervention team designs a behavioral intervention plan/support that includes:
 - description of the behavior of concern;
 - goals of the intervention;
 - patterns identified through functional assessment;
 - modifications to the social and physical environment that may prevent problem behavior and/or increase the likelihood of alternative appropriate behaviors;
 - specific behaviors (skills) to be taught and/or reinforced that will achieve the same function as the problem behavior and allow the student to cope more effectively with circumstances; and,
 - strategies for managing consequences so that reinforcement is maximized for positive behavior and minimized for problem behavior.
 - _____ Goals of intervention and specific replacement skills are incorporated into the student's overall educational plan (e.g., IEP).
 - _____ If necessary to ensure the safety and rapid deescalation of the student's behavior, crisis management procedures and criteria for their use are determined.
 - _____ Behavioral intervention plan/supports facilitates achievement of broad goals identified by the team and promotes the durability of behavior change.
 - _____ Everyone working with the student on a regular basis is familiar with the behavioral intervention plan/supports and agrees to implement.
- VIII. Monitor faithfulness of the implementation of the plan/supports.**
- _____ Training and resources needed to ensure implementation of the behavioral intervention plan/supports are made available to the team.
 - _____ An action plan for implementation is developed including specific objectives/activities, person responsible, and timelines.
 - _____ Plan implementation is monitored (e.g., through reports and observations) to ensure that strategies are accurately and consistently used within and across intervention settings.
- IX. Evaluate effectiveness of behavioral intervention plan/supports.**
- _____ Objective information is collected to evaluate the effectiveness of the behavioral intervention plan/supports. This information includes:
 - decreases in problem behavior;
 - increases in replacement skills and/or alternative behaviors;
 - achievement of broader goals; and/or,
 - durability of behavior change.
- X. Modify behavioral intervention plan/supports.**
- _____ Team communicates consistently (based on timelines determined by the team) to review progress and make necessary adjustments to the behavioral intervention plan/supports.
 - _____ Team conducts ongoing program review.

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